

ers were made beautiful with color and fragrant with perfume, and the air filled with music: he alone can see, appreciate and understand all these, and while adoring the great God who made them all, feel what truth Emerson speaks in saying:

"O rich and various man! thou palace of sights and sounds, carrying in thy senses the morning and the night and the unfathomable galaxy of heaven; in thy brain the geometry of the city of God; in thy heart the power of love and the realms of right and wrong; strong not to do, but to live; not in thy arms but in thy heart; not as an agent, but as a fact."

Such being the purposes of higher education, and such the work of the Christian college, what then becomes the duty of the Brethren church? To this question there can be but one answer. It is her immediate and imperative duty to endow and support the college.

This the church is morally bound to do not only as the chief means of sustaining, energizing, and enlarging its own work, but also as a part of its contribution to the civilization of its time. With respect to higher education, the church, in general, as well as the citizen, owes a debt to the past. It is safe to assume that none of you believe that self-government has been a failure. Certainly it has not filled the full measure of our hopes. But while dangers beset us, and justice is still denied the poor and defenseless, you yet believe that the evils of democracy are less than those of kingdom or empire. Now self-government is the product of the Christian college. Kings established colleges, and the leaven of truth which they spread overturned the thrones of kings. The Saxon race, the vanguard, the army battling for the rights of man, was inspired and led by a little band of scholars. Martin Luther stated and maintained the truths on which free institutions rest today. He and his co-workers were university men, and Wycliffe, Knox, Calvin, Hampden, John Adams, Chase, Sumner, the great Gladstone, and scores of others who have made themselves glorious by their work for man's freedom, and his large Christian liberty, were college men. It is said that when the Continental Congress hesitated about declaring for independence, Samuel Adams stood forth and said: "If it were certainly revealed to me that 999 out of every thousand of us should perish in this struggle I should unhesitatingly say go forward. One freeman will possess more virtue and enjoy more happiness than a thousand slaves." Such men as Adams determined our national destiny, and this man was the product of that colonial college over whose door was inscribed the motto: "For God and the Church." For the blessings of free institutions, and the heritage of the past, we ought to be grateful. Every church that rejoices in,

and thanks God for, the privilege of free worship, every man who is glad that he is a citizen of a free nation, who is glad that his children are not to be the slaves or surfs of kings, who is happy in the ensured possession of a home, or prosperous in the use of the better means of living the culture of years has put into his hands, owes a debt of deep and lasting gratitude to the Christian college. The debt is not denominated in the bond. It cannot be collected in court. It may not subject you to the contempt of your fellows if you do not pay it, but, nevertheless, it is a debt you owe for the heritage of liberty and civilization and whoever meets his responsibilities fully, must testify his gratitude in the most substantial way.

As there is a debt to the past, so there is a duty to the present and the future. The church must prepare its young people for twentieth-century citizenship, and for this old standards will not suffice for measurement. The sickle is no longer a serviceable tool for harvesting, nor the flail for thrashing; home-spun and linsey-woolsey served well in their time, but their time was years ago. The "three R's" once constituted a sufficient education, but they are now wholly inadequate for the needs of the time. The "bread and butter" education of our fathers must be supplemented by higher education in the college. The civilization of today is vastly more complex than that of even thirty years ago, and makes larger demands of the citizen. He should not only have a keener sense of his duty to humanity, but have also a larger grasp of the world's knowledge and affairs, a trained and disciplined intellect, and masterful skill in organization, so that he may grapple with the giant forces of modern society and guide and control them for God and church and home, for larger Christian service and completer living. In all of this the church, thru its educational forces, the college, the ministry, and its literature, must be the moving inspiring influence. "Take care of education, and education will take care of everything else," said Plato. This is true for the church as for the state. The church that fails to take care of education, takes care of nothing. The logic of fact and of experience proves that no church can live, grow, and work out its mission, without colleges to educate its ministry and inspire and uplift its young people. Thru the ministry the church must awaken its people into the higher moral life. To do this, the minister must not only be deeply read in the oracles of God and aflame with the fire from the sacred altar, but he must have, also, that broad view of life, that ripe culture, and that large acquaintance with the changing conditions and needs of the people, that will make him a safe counselor, a wise

shepherd, and an inspiring and helpful teacher.

That these are palpable truths we all admit. Why then do we not support this cause with earnestness and enthusiasm? Why do we dally in the execution of what duty prompts, of what our hearts desire and our reason commends? Can we do tomorrow or next year what we should do today or ought to have done last year? Our educational interests must not languish longer. We have already lost precious years, freighted with golden opportunities for the enlargement of the church and the energizing of its work. Listen, for the want of the inspiration of a well-equipped and well-attended college, hundreds of our sons and daughters are lost every year, lost to the church, lost to Christ, lost to the good, lost to the aspiration, to noble purpose, and to the transcendent riches of the larger life, lost to themselves and to all that makes life truly worth the living! Dead in sin, dead in ignorance, dead in indifference, they are but the shadows of real men and women,—shadows in whom the winged soul has all but perished, and the yearning after truth and God all but quenched. Such as these we find everywhere; such as these Lowell saw, and he said,

"They pass me like shadows, crowds on crowds,
Dim ghosts of men that hover to and fro,
Hugging their bodies round them, like thin shrouds
Wherein their souls were buried long ago:
They trampled on their youth, and faith and love,
They cast their hope of human kind away,
With heaven's clear message they madly strove,
And conquered,—and their spirits turned to clay."

And these are the sons and daughters who ought to prophesy and see visions, and lead the armies of God in mighty phalanx to conquest and to victory.

Our young people must be awakened from this torpor of sin and death. In their name especially, in the name of these lost and perishing ones of your own faith and blood, in the name of every good and sacred interest, in the name of humanity the world around, in the name of the church you love and of the Christ you worship, the college appeals to you for more loyal and enthusiastic support,—a support that will mean larger equipment and many students; students who may be better prepared for the Master's service, for larger usefulness and nobler living.

Let us as a church and as individuals awaken to deeper sense of our great responsibility and high privilege in this matter. Let us take our place among those who are wisely using the means God has committed to them for the furthering of his kingdom. Let us pay the debt of gratitude we owe the past for its unspeakably rich heritage. Let us, with respect to higher education, do our whole duty to the present and the future; to ourselves and to our children;